

St. Johns County School District

James A. Webster Elementary School



2016-17 Schoolwide Improvement Plan

James A. Webster Elementary School

420 N ORANGE ST, St Augustine, FL 32084

<http://webster.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for James A. Webster Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At The Webster School we believe that all people can and will learn. To achieve our mission we will empower and inspire students with the tools necessary for increased student achievement and lifelong success.

b. Provide the school's vision statement.

To move all students forward academically, socially and behaviorally regardless of their circumstances and to provide them with a solid foundation for future success.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

During weekly grade level Data Team meetings teachers will participate in an ongoing AVID training. During Data Team meetings the school's demographic data will be analyzed and discussed.

Parents are required to come in for Parent/Student/Teacher conferences in the first quarter. As part of the AVID framework, teachers and administrators participated in Culturally Relevant Teaching.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All stakeholders are given specific duty times. Adults are in place to assist students with homework and signing planners as needed. There is an extended day provider available to families both before and after school. The school has an extensive mentoring program to support students. The school also receive a grant to provide a 6 week free after school tutoring and enrichment program for students in grades 3-5.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Webster School has a strong PBS program that consists of leveled rewards and consequences. Each day the children earn a "Credit" based on set criteria. At the end of a quarter, there is a celebration. Children are also recognized for academic accomplishments each quarter at an assembly called, "Celebration of Champions." Each month a child from each class is recognized for showing good character as part of the district wide Character Counts! initiative.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Webster School is a full service school. This entitles the children at the school to services related to health, nutrition and counseling. The school has a licensed mental health counselor who sees children at the school each week. The school also has an extensive mentoring program consisting of school, district and community volunteers. In addition to these services, the school has a full time

guidance counselor, behavior specialist and a psychologist two days per week. All three of these professionals see social skills groups.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305591>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school actively recruits volunteers and has established relationships with several community organizations which provide 20+ volunteers per week to read to children in primary grades and assist in classrooms. These organizations also provide food, clothes and personal care items to needy children and their families. the school also actively recruits business partnerships to provide support to the school in the form of in kind donations.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mitidieri, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Williamson, Catherine	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, Instructional Coaches, Guidance Counselor, School Psychologist, School Behavior Specialist, and District Behavior Specialist. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed. The Leadership Team received annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly/ monthly and PLC meetings throughout the year.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team:

- Carries out the mission and vision of the school
- Provides vision for both academic and behavioral success
- Plans, implements and monitors the progress of school improvement
- Implements RtI/MTSS as a school-wide method of raising student achievement outcomes based on data
- Conducts weekly meetings to review and analyze formative and summative assessment data

Title I Part A

Services will be offered at grade levels to provide academic support to students in Tier II and Tier III

interventions. The interventions are research based and include: Nemour's BrightStart!, iReady, and Leveled Literacy Intervention. There is also a Title I interventionist assigned to assist the lowest quartile in 5th grade and a Literacy Coach assigned to assist students in the lowest quartile in 4th grade. There is a Title I paraprofessional who provides Reading intervention in first grade. Full day VPK services are provided through Title I to assist students in readiness for kindergarten. These funds also provide iReady, a computer based diagnostic and instruction program, and the Ready-Florida materials that accompany it.

Title I, Part C – Migrant

A Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by the SJCS D Student Services department in conjunction with the school's guidance counselor and administration.

Title I, Part D

The district provides funds for programs for youth in eligible facilities.

Title II

Title II supports Balanced Literacy training, Being a Writer, Being a Reader, and Making Meaning.

Title III

The district provides education materials and ELL support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

A district-level homeless student social worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students are also provided breakfast and lunch. Transportation is made available through the district.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide additional instructional support through the use of an additional assistant principal and a paraprofessional. SAI funds also provide reading remediation materials such as Leveled Literacy Intervention. Additionally, SAI funding provides the school with iReady, Florida-Ready, an ESE teacher, seven paraprofessionals, two part time certified tutors, and three days of planning for teachers. These funds also provide extended planning days for teachers in the first semester and certified tutors to work in classrooms.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students incorporating field trips, community service and counseling. Through the implementation of the Positive Behavior Support (PBS) system, all behavioral data is tracked and monitored in order to implement effective strategies that target minor behaviors in the early stages. The school has a Student Intervention Coordinator as well as a Behavioral Specialist working directly with the students and staff in order to assist with the behavioral needs of our campus.

Nutrition Program

The school works cooperatively with the local Health Department establishing a model nutritional program to eat healthy, promote exercise and increase use of lower fat milk. Vegetable gardens will be planted again this year to encourage healthy eating. This is done on cooperation with the St Johns County Agricultural Extension Service.

Head Start

Services are provided at the school for eligible students. The full day program provides early intervention services to students. Students are blended with VPK and ESE PreK.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amanda Devany	Teacher
Kristen Villacci	Teacher
Bethany Mitidieri	Principal
Demara Sherman	Education Support Employee
Cassandra Whitty	Education Support Employee
Wildalynn Thomas	Teacher
Alice Howard	Parent
Elizabeth Michalik	Parent
Cassandra Peck	Parent
Lori Ann Lewis	Parent
Ron Cappalia	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee reviews the previous years plan and all pertinent data and makes suggestions for the current School Improvement Plan.

b. Development of this school improvement plan

The SAC committee reviews the previous years plan and all pertinent data including survey results. SAC then makes suggestions for the current School Improvement Plan.

c. Preparation of the school's annual budget and plan

The annual budget is prepared with the guidance and input of the SAC committee. SAC members are given monthly updates of budgetary items.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The Webster School did not receive school improvement funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mitidieri, Bethany	Principal
Cantwell, Tiffany	Assistant Principal
Williamson, Catherine	Other
Hall, Rob	Instructional Coach

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The team will focus on all students making learning gains in all subject areas. Focus will be placed on reading and math proficiency with an emphasis on effective teaching strategies based on Robert Marzano's research. Particular focus will be paid to the implementation and effectiveness of a school wide focus on formative assessment, intervention block for reading and implementation of Florida Standards. All K-2 teachers participate in on-going Balanced Literacy, Being a Writer and Being a Reader training and grades 3-5 teachers will receive professional development in Being a Writer, Making Meaning and iReady. The focus school wide will be to improve Tier 1 reading and to zero in on specific deficits in reading which will be remediated in small groups. There will also be a school wide focus on AVID strategies to building goal setting and academic language.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are given multiple opportunities to collaborate including:

- Team planning on early release days once per month
- Weekly grade level Data Team meetings
- Opportunities to visit other classrooms with subs provided
- Cooperative planning and implementation of Deliberate Practice Plans
- Extended professional development opportunities on Wednesdays, twice per month for the first semester

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Continued use of the SJCS D's AppliTrack System.
2. With the support of SJCS D, we only hire teachers who meet NCLB's Highly Qualified requirements
3. Professional Development
4. Partnering new teachers with veteran staff
5. SJCS D provides monthly trainings for new teachers
6. Hosting interns from local colleges and universities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are chosen based on level of performance, role as team leader and years of experience. Mentoring activities include weekly meetings, team planning, mentoring with administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The Webster School uses a continuous cycle of data analysis. The students in grades K-2 are given the Discovery Education Assessment three times per year. Students in grades 3-5 are given the iReady Diagnostic Assessment three times per year and a growth monitoring assessment every 30 days. There is ongoing formative assessment using MFAS, BAS and iReady Standards Mastery. When teachers meet each week, they look at data and use the information to drive their instruction. Students in the lowest quartile and those with more than one Early Warning Systems indicator are monitored closely for growth. Students in the RtI/MTSS process are progress monitored using designated assessments such as EZ CBM on a biweekly or weekly basis depending on their tier. Once instructional weaknesses have been determined, students are pulled in small groups for remediation during a common grade level remediation block. Some students are pulled out for

specific remediation programs such as Leveled Literacy Intervention and Nemour's Brightstart! All ESE students are pulled in Leveled Literacy Intervention groups everyday for 30 minutes to close achievement gaps for those students who are two or more years below grade level in Reading. After each assessment, teachers conduct student data chats to help children in a process of awareness of their learning and continuous goal setting.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Using grant funds, the school runs an after school enrichment camp. The camp will focus on tutoring and enrichment activities. The enrichment activities include; basketball, running, dance, art, cooking, drama, technology and sign language.

Strategy Rationale

Many of the children at The Webster School lack a safe, productive environment in the afternoon. This program fulfills this need and also provides much needed additional tutoring. The rationale behind the enrichment is to build vocabulary and background knowledge through experiential learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mitidieri, Bethany, bethany.mitidieri@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Discovery Education, iReady and State assessment data is used to determine the effectiveness of the program.

Strategy: After School Program

Minutes added to school year:

Teachers are given additional time on Wednesday afternoons to participate in Professional Development twice per month, for the first semester. Pd includes, data analysis, standards mastery, Being a Reader and Making Meaning implementation and iReady implementation.

Strategy Rationale

To allow teachers additional time for planning and professional development related to intervention and standards mastery.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Extended School Day

Minutes added to school year: 10,800

Students are provided an additional 60 minutes of Reading instruction daily.

Strategy Rationale

Due to low achievement and growth scores in Reading, all students are provided extended opportunities in Reading for remediation and enrichment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mitidieri, Bethany, bethany.mitidieri@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA, iReady, Discovery Education and BAS

Strategy: Summer Program

Minutes added to school year:

AVID Summer Institute

Strategy Rationale

Teachers are given an opportunity to attend three day summer institute for AVID (Advancement via Individual Determination). Here teachers learning instructional strategies to help children become ready for college and careers. They are given time to plan and collaborate as a team.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mitidieri, Bethany, bethany.mitidieri@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Checklists and Rubrics are collected 3 times per year as required for certification

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

There are currently four blended PreK classes including: Head Start, VPK, preschoolers with disabilities, and two standalone VPK classes. The students participate with the general education population for activities and programs throughout the school year. Students transitioning to Kindergarten are screened to provide academic information to Kindergarten teachers. Students transitioning to middle school are visited by cohorts of middle school students from various programs, including band and AVID. They are also given an opportunity to tour the school and ask questions. Students are taught how to access grades and apply for programs of choice in their fifth grade year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will increase Reading proficiency and learning gains by 20% through the use of formative assessment and remediation measured by the FSA in 2017.
- G2.** Students will increase Science proficiency by 10% through the use of formative assessment, data analysis and small group instruction as measured but the 2017 FCAT assessment.
- G3.** All teachers will use data to understand student strengths and weaknesses to drive instructional decision making leading to an overall increase of school accountability points resulting in a school grade of C or higher in 2017 .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will increase Reading proficiency and learning gains by 20% through the use of formative assessment and remediation measured by the FSA in 2017. 1a

G083313

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Lack of Teacher training/Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- EEE (Teacher Observation System aligned with Marzano's framework)
- AVID framework
- Balanced Literacy
- Hattie's Visible Learning
- Monthly, full day PLC meetings with each grade level
- DBQ project
- Comprehension Tool Kit

Plan to Monitor Progress Toward G1. 8

Observation Data

Teacher fidelity checks

Progress monitoring data

iReady participation statistics

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Achievement data, teacher observation results, classroom observation data, student progress monitoring data, formative assessment data

G2. Students will increase Science proficiency by 10% through the use of formative assessment, data analysis and small group instruction as measured but the 2017 FCAT assessment. 1a

 G083314

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for planning and professional development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Mentors
- Interns
- St. Augustine High School Teacher Academy
- Title I Funds, Title II Funds, SAI Funds
- Progress monitoring data; Discovery Education, STAR, District Formative Assessments
- Title I Teacher

Plan to Monitor Progress Toward G2. 8

student performance data
teacher lesson plans
student progress monitoring data
teacher observation data

Person Responsible

Bethany Mitidieri

Schedule

Every 6 Weeks, from 8/10/2016 to 5/19/2017

Evidence of Completion

student performance data, team collaboration notes and agendas, completion of Deliberate Practice Plans

G3. All teachers will use data to understand student strengths and weaknesses to drive instructional decision making leading to an overall increase of school accountability points resulting in a school grade of C or higher in 2017 . 1a

G083315

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Mentors
- Interns
- St. Augustine High School Teacher Academy
- Title I Funds, Title II Funds, SAI Funds
- Progress monitoring data; Discovery Education, MFAS, iReady Diagnostic and Standards Mastery

Plan to Monitor Progress Toward G3. 8

student performance data
teacher lesson plans
teacher data action plans

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

student performance data, student growth, meeting agendas and notes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will increase Reading proficiency and learning gains by 20% through the use of formative assessment and remediation measured by the FSA in 2017. **1**

 G083313

G1.B1 Lack of Teacher training/Professional Development **2**

 B220751

G1.B1.S1 Weekly data team meetings with grade levels. **4**

 S233102

Strategy Rationale

To increase teacher's knowledge and understanding of data team processed and individual student needs for differentiation

Action Step 1 **5**

Weekly data team meetings

Person Responsible

Rob Hall

Schedule

Monthly, from 8/16/2016 to 5/16/2017

Evidence of Completion

Agendas Sign in Sheets Meeting notes anchor charts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walkthroughs, informal and formal observations
Student participation statistics for iReady

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/17/2016 to 5/16/2017

Evidence of Completion

Teacher ratings, Achievement data, Student engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student artifacts
Increase in teacher understanding and utilization of the data
PD calendar

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

Coaching logs, progress monitoring data, observation data

G1.B1.S2 Extended Wednesday meetings with district Curriculum team to provide professional development in standards mastery, data analysis formative assessment and small group instruction. 4

S233103

Strategy Rationale

To provide additional time for planning and professional development.

Action Step 1 5

Instructional coaches and tutors will use small group instruction to address deficits and provide remediation.

Person Responsible

Rob Hall

Schedule

Daily, from 8/24/2016 to 5/26/2017

Evidence of Completion

Student performance data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthroughs, informal and formal observations

Person Responsible

Bethany Mitidieri

Schedule

Every 3 Weeks, from 9/2/2015 to 4/20/2016

Evidence of Completion

Teacher ratings, achievement data, student engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

analysis of exit tickets
assessment results
PLC calendar
Professional development feedback

Person Responsible

Tiffany Cantwell

Schedule


Monthly, from 9/2/2015 to 5/18/2016

Evidence of Completion

coaching logs, progress monitoring data, observation data

G1.B1.S3 Professional development on the use Being a Reader, Being a Writer and Making Meaning.

4

 S233104

Strategy Rationale

To increase teachers understanding of district determined curriculum and best practices.

Action Step 1 5

Professional Development

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/2/2015 to 5/18/2016

Evidence of Completion

Agendas Sign in Sheets Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Walkthroughs, informal and formal observations

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/2/2015 to 4/20/2016

Evidence of Completion

Teacher ratings Achievement data Student engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

analysis of exit tickets
assessment calendar
PLC calendar

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 9/2/2015 to 5/18/2016

Evidence of Completion

coaching logs progress monitoring data observation data

G2. Students will increase Science proficiency by 10% through the use of formative assessment, data analysis and small group instruction as measured but the 2017 FCAT assessment. 1

G083314

G2.B3 Lack of time for planning and professional development 2

B220760

G2.B3.S1 Scheduled weekly data team meetings 4

S233107

Strategy Rationale

To give teachers time to collaborate, analyze formative assessment data and share best practices.

Action Step 1 5

Grade level teams will meet weekly with principal and instructional coaches during common planning time.

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

PD calendar, and meeting notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration and Instructional coaches will participate in meetings and follow up for fidelity with classroom walkthroughs

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

lesson plans, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson plans
Student progress monitoring data analysis
Student work samples

Person Responsible

Bethany Mitidieri

Schedule

Quarterly, from 8/16/2016 to 5/19/2017

Evidence of Completion

lesson plans, walk through data, progress monitoring data

G2.B3.S2 Teachers work with district curriculum team to look closely at data, standards and test item specifications. 4

 S233108

Strategy Rationale

To allow teachers time to dis aggregate data, have a better understanding of the standards and plan for intervention

Action Step 1 5

Grade level teams will meet monthly with district curriculum specialists and instructional coaches during extended day schedule.

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 8/24/2016 to 12/21/2016

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration, Instructional coaches and district curriculum team will participate in meetings and follow up for fidelity with classroom walkthroughs

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 8/24/2016 to 12/21/2016

Evidence of Completion

lesson plans, agendas, minutes, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Lesson plans
Student progress monitoring data analysis
Classroom observations

Person Responsible

Tiffany Cantwell

Schedule

Quarterly, from 8/16/2016 to 5/19/2017

Evidence of Completion

lesson plans, observation data, progress monitoring data

G2.B3.S3 Grade level common planning during the school day 4

 S233109

Strategy Rationale

To allow teachers to analyze student work samples and collaborate with team members, such as Science teacher looking at ELA data with ELA teacher.

Action Step 1 5

Grade level teams will meet during common planning for collaboration and data analysis.

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 8/10/2016 to 5/23/2018

Evidence of Completion

PLC calendar, agendas and meeting notes, minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Grade level team leaders will submit minutes documenting discussions and questions or concerns.

Person Responsible

Bethany Mitidieri

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

agendas, minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Lesson plans
Student progress monitoring data

Person Responsible

Tiffany Cantwell

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

lesson plans walk through data progress monitoring data grade level meeting notes Grade level curriculum newsletters to parents

G3. All teachers will use data to understand student strengths and weaknesses to drive instructional decision making leading to an overall increase of school accountability points resulting in a school grade of C or higher in 2017 . 1

G083315

G3.B10 Lack of teacher proficiency in disaggregating and interpreting data to drive instruction 2

B220776

G3.B10.S1 Data Team meetings 4

S233117

Strategy Rationale

To assist teachers in understanding and interpreting student data.

Action Step 1 5

Training on the utilization and dis aggregation of DE, MFAS, BAS and iReady, progress monitoring data and grouping.

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

student growth and achievement data, lesson plans, targeted small group remediation, agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G3.B10.S1 6

Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs. The team will identify students who are at risk and help teachers plan for remediation.

Person Responsible

Bethany Mitidieri

Schedule

Every 6 Weeks, from 8/17/2016 to 5/24/2017

Evidence of Completion

Notes, agendas, minutes, performance data

Plan to Monitor Effectiveness of Implementation of G3.B10.S1 7

core team meetings with leadership team

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

notes, minutes, performance data, lesson plans

G3.B10.S2 Teachers will use a iReady diagnostic and instruction data to identify core issues and create small group instruction to address areas of need. 4

 S233118

Strategy Rationale

To assist teachers in organizing small group instruction to address student deficits.

Action Step 1 5

Teacher will utilize iReady to group students to address individual strengths and weaknesses. Students will use customized learning path on the computer for 45 minutes weekly.

Person Responsible

Bethany Mitidieri

Schedule

Weekly, from 8/15/2016 to 8/15/2016

Evidence of Completion

student growth and achievement data lesson plans targeted small group remediation

Plan to Monitor Fidelity of Implementation of G3.B10.S2 6

Administration and instructional coaches will facilitate meetings and follow up with grade level planning meetings and classroom walk throughs.

Person Responsible

Rob Hall

Schedule

Monthly, from 9/2/2015 to 5/18/2016

Evidence of Completion

Notes, agendas, minutes, performance data, action plans and monitoring forms

Plan to Monitor Effectiveness of Implementation of G3.B10.S2 7

core team meetings

Person Responsible

Bethany Mitidieri

Schedule









Weekly, from 8/12/2015 to 5/25/2016

Evidence of Completion

notes, minutes, performance data, student growth

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S2.MA1 M302818	Walkthroughs, informal and formal observations	Mitidieri, Bethany	9/2/2015	Teacher ratings, achievement data, student engagement	4/20/2016 every-3-weeks
G1.B1.S3.MA1 M302820	Walkthroughs, informal and formal observations	Mitidieri, Bethany	9/2/2015	Teacher ratings Achievement data Student engagement	4/20/2016 monthly
G1.B1.S2.MA1 M302817	analysis of exit tickets assessment results PLC calendar Professional development feedback	Cantwell, Tiffany	9/2/2015	coaching logs, progress monitoring data, observation data	5/18/2016 monthly
G3.B10.S2.MA1 M302850	Administration and instructional coaches will facilitate meetings and follow up with grade level...	Hall, Rob	9/2/2015	Notes, agendas, minutes, performance data, action plans and monitoring forms	5/18/2016 monthly
G1.B1.S3.MA1 M302819	analysis of exit tickets assessment calenedar PLC calendar	Mitidieri, Bethany	9/2/2015	coaching logs progressmonitoring data observation data	5/18/2016 monthly
G1.B1.S3.A1 A298646	Professional Development	Mitidieri, Bethany	9/2/2015	Agendas Sign in Sheets Meeting notes	5/18/2016 monthly
G3.B10.S2.MA1 M302849	core team meetings	Mitidieri, Bethany	8/12/2015	notes, minutes, performance data, student growth	5/25/2016 weekly
G3.B10.S2.A1 A298654	Teacher will utilize iReady to group students to address individual strengths and weaknesses....	Mitidieri, Bethany	8/15/2016	student growth and achievement data lesson plans targeted small group remediation	8/15/2016 weekly
G2.B3.S2.MA1 M302829	Administration, Instructional coaches and district curriculum team will participate in meetings and...	Mitidieri, Bethany	8/24/2016	lesson plans, agendas, minutes, student work samples	12/21/2016 monthly
G2.B3.S2.A1 A298649	Grade level teams will meet monthly with district curriculum specialists and instructional coaches...	Mitidieri, Bethany	8/24/2016	PLC calendar, agendas and meeting notes, minutes	12/21/2016 monthly
G1.B1.S1.MA1 M302815	Student artifacts Increase in teacher understanding and utilization of the data PD calendar	Mitidieri, Bethany	8/16/2016	Coaching logs, progress monitoring data, observation data	5/16/2017 weekly
G1.B1.S1.MA1 M302816	Walkthroughs, informal and formal observations Student participation statistics for iReady	Mitidieri, Bethany	8/17/2016	Teacher ratings, Achievement data, Student engagement	5/16/2017 weekly
G1.B1.S1.A1 A298644	Weekly data team meetings	Hall, Rob	8/16/2016	Agendas Sign in Sheets Meeting notes anchor charts	5/16/2017 monthly
G2.B3.S1.MA1 M302827	Administration and Instructional coaches will participate in meetings and follow up for fidelity...	Mitidieri, Bethany	8/16/2016	lesson plans, agendas, minutes	5/16/2017 weekly
G2.B3.S1.A1 A298648	Grade level teams will meet weekly with principal and instructional coaches during common planning...	Mitidieri, Bethany	8/16/2016	PD calendar, and meeting notes	5/16/2017 weekly
G3.B10.S1.A1 A298653	Training on the utilization and dis aggregation of DE, MFAS, BAS and iReady, progress monitoring...	Mitidieri, Bethany	8/16/2016	student growth and achievement data, lesson plans, targeted small group remediation, agendas and meeting notes	5/16/2017 weekly
G2.MA1 M302832	student performance data teacher lesson plans student progress monitoring data teacher...	Mitidieri, Bethany	8/10/2016	student performance data, team collaboration notes and agendas, completion of Deliberate Practice Plans	5/19/2017 every-6-weeks
G2.B3.S1.MA1 M302826	Lesson plans Student progress monitoring data analysis Student work samples	Mitidieri, Bethany	8/16/2016	lesson plans, walk through data, progress monitoring data	5/19/2017 quarterly
G2.B3.S2.MA1 M302828	Lesson plans Student progress monitoring data analysis Classroom observations	Cantwell, Tiffany	8/16/2016	lesson plans, observation data, progress monitoring data	5/19/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1  M302823	Observation Data Teacher fidelity checks Progress monitoring data iReady participation statistics	Mitidieri, Bethany	8/24/2016	Achievement data, teacher observation results, classroom observation data, student progress monitoring data, formative assessment data	5/24/2017 weekly
G3.B10.S1.MA1  M302847	core team meetings with leadership team	Mitidieri, Bethany	8/17/2016	notes, minutes, performance data, lesson plans	5/24/2017 weekly
G3.B10.S1.MA1  M302848	Administration and instructional coaches will facilitate meetings and follow up with grade level...	Mitidieri, Bethany	8/17/2016	Notes, agendas, minutes, performance data	5/24/2017 every-6-weeks
G2.B3.S3.MA1  M302830	Lesson plans Student progress monitoring data	Cantwell, Tiffany	8/10/2016	lesson plans walk through data progress monitoring data grade level meeting notes Grade level curriculum newsletters to parents	5/24/2017 monthly
G3.MA1  M302851	student performance data teacher lesson plans teacher data action plans	Mitidieri, Bethany	8/10/2016	student performance data, student growth, meeting agendas and notes	5/25/2017 weekly
G2.B3.S3.MA1  M302831	Grade level team leaders will submit minutes documenting discussions and questions or concerns.	Mitidieri, Bethany	8/10/2016	agendas, minutes	5/25/2017 monthly
G1.B1.S2.A1  A298645	Instructional coaches and tutors will use small group instruction to address deficits and provide...	Hall, Rob	8/24/2016	Student performance data	5/26/2017 daily
G2.B3.S3.A1  A298650	Grade level teams will meet during common planning for collaboration and data analysis.	Mitidieri, Bethany	8/10/2016	PLC calendar, agendas and meeting notes, minutes	5/23/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will increase Reading proficiency and learning gains by 20% through the use of formative assessment and remediation measured by the FSA in 2017.

G1.B1 Lack of Teacher training/Professional Development

G1.B1.S1 Weekly data team meetings with grade levels.

PD Opportunity 1

Weekly data team meetings

Facilitator

Principal Instructional Coaches

Participants

Instructional Coaches, Administration, District Curriculum Specialists, teachers

Schedule

Monthly, from 8/16/2016 to 5/16/2017

G1.B1.S3 Professional development on the use Being a Reader, Being a Writer and Making Meaning.

PD Opportunity 1

Professional Development

Facilitator

Principal Asst. Principals Instructional Coaches

Participants

Instructional Coaches Administration Distirct Curriculum Specialists iReady professional developers

Schedule

Monthly, from 9/2/2015 to 5/18/2016

G2. Students will increase Science proficiency by 10% through the use of formative assessment, data analysis and small group instruction as measured but the 2017 FCAT assessment.

G2.B3 Lack of time for planning and professional development

G2.B3.S1 Scheduled weekly data team meetings

PD Opportunity 1

Grade level teams will meet weekly with principal and instructional coaches during common planning time.

Facilitator

principal, Instructional coaches

Participants

grade level teams

Schedule

Weekly, from 8/16/2016 to 5/16/2017

G2.B3.S2 Teachers work with district curriculum team to look closely at data, standards and test item specifications.

PD Opportunity 1

Grade level teams will meet monthly with district curriculum specialists and instructional coaches during extended day schedule.

Facilitator

Administrative team, Instructional coaches, district curriculum team

Participants

Grade level teams

Schedule

Monthly, from 8/24/2016 to 12/21/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. All teachers will use data to understand student strengths and weaknesses to drive instructional decision making leading to an overall increase of school accountability points resulting in a school grade of C or higher in 2017 .

G3.B10 Lack of teacher proficiency in disaggregating and interpreting data to drive instruction

G3.B10.S1 Data Team meetings

TA Opportunity 1

Training on the utilization and dis aggregation of DE, MFAS, BAS and iReady, progress monitoring data and grouping.

Facilitator

Administration and instructional coaches

Participants

Grade level teams, administration, instructional coaches, district curriculum support staff

Schedule

Weekly, from 8/16/2016 to 5/16/2017

G3.B10.S2 Teachers will use a iReady diagnostic and instruction data to identify core issues and create small group instruction to address areas of need.

TA Opportunity 1

Teacher will utilize iReady to group students to address individual strengths and weaknesses. Students will use customized learning path on the computer for 45 minutes weekly.

Facilitator

Administration and instructional coaches

Participants

Grade level teams, administration, instructional coaches, district curriculum support staff

Schedule

Weekly, from 8/15/2016 to 8/15/2016

VII. Budget

1	G1.B1.S1.A1	Weekly data team meetings	\$5,000.00
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St. Johns - 0201 - James A. Webster Elementary School - 2016-17 SIP
James A. Webster Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - James A. Webster Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Substitutes for teacher coverage during data meetings</i>			
2	G1.B1.S2.A1	Instructional coaches and tutors will use small group instruction to address deficits and provide remediation.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - James A. Webster Elementary School	Other		\$40,000.00
3	G1.B1.S3.A1	Professional Development				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - James A. Webster Elementary School	Title I, Part A		\$3,500.00
4	G2.B3.S1.A1	Grade level teams will meet weekly with principal and instructional coaches during common planning time.				\$0.00
5	G2.B3.S2.A1	Grade level teams will meet monthly with district curriculum specialists and instructional coaches during extended day schedule.				\$0.00
6	G2.B3.S3.A1	Grade level teams will meet during common planning for collaboration and data analysis.				\$0.00
7	G3.B10.S1.A1	Training on the utilization and dis aggregation of DE, MFAS, BAS and iReady, progress monitoring data and grouping.				\$0.00
8	G3.B10.S2.A1	Teacher will utilize iReady to group students to address individual strengths and weaknesses. Students will use customized learning path on the computer for 45 minutes weekly.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - James A. Webster Elementary School	Title I, Part A		\$15,000.00
					Total:	\$63,500.00